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ABSTRACT

Research methods and a comparative analysis of quantitative results of a study of the adequacy of collections and efficiency of reference services in 25 New Jersey public and county libraries are presented. Methods include use of a prepared bibliography on paleontology and a test question, both designed to be asked of reference librarians by "regular" users. Also included are a review of the literature on collection and reference service adequacy, a brief history and description of the New Jersey library network, several tables comparing library collections at the libraries studied, procedures and sources for the compilation of the bibliography and formation of the test question, and study results. Appendices include a list of the names and addresses of the included libraries, selection aids consulted for the bibliography, and the bibliography itself. (MBR)

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A STUDY OF ADEQUACY:

THE NEW JERSEY AREA LIBRARIES

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by

Judith E. Yankielun

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A PROJECT

Submitted in partial fulfillment of the requirements for 1601.601, Seminar in Current Issues of Libraries, in the Graduate Division of Glassboro State College

1977

Approved by _____
Instructor

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Yankielun, Judith E. A Study of Adequacy: The New Jersey Area Libraries, 1977, Thesis Adviser: Mr. Rinehart Potts, School and Public Librarianship.

The major purpose of this study was to obtain data to study, to a limited degree, the adequacy of collection and the efficiency of reference service of the New Jersey area libraries. I chose to determine this adequacy by using a prepared bibliography and a test question. The bibliography tested the adequacy of a particular library's collection in relation to the others. The test question was asked inconspicuously while I observed the treatment a typical patron would receive. By visiting each of the twenty-five area libraries, unobtrusively preforming my study and compiling the data, I hoped to have some idea as to how well this second level of the New Jersey network serves their public. It was designed to be a qualitative rather than a quantitative study of the nature of a library's collection from the users point of view.

A wide range of results was exhibited, most of them from adequate to maximum efficiency. Most often, less than adequate service was due to lack of materials in the subject area. My observations and evaluations show that 96% of the area libraries in New Jersey provide maximum to adequate service.

Yankielun, Judith E. A Study of Adequacy: The New Jersey Area Libraries, 1977, Thesis Adviser: Mr. Rinehart Potts, School and Public Librarianship.

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To Rinehart S. Potts, advisor, who inspired and encouraged the writer from the very beginning.

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CHAPTER I

INTRODUCTION

STATEMENT OF THE PROBLEM

Libraries are individual as the separate communities they serve are unique. Each library should be developed to meet the needs of its patrons. The quality of a collection is dependent upon a good book selection policy. If the personal preferences, and likes and dislikes of librarians are too influential, the book selection policy can be just a formality and can cease having any real function. Even if a policy is enforced, certain unintentional gaps can occur in the holdings. In both these examples, the library fails to meet the needs of its users. To prevent this from taking place, librarians must determine the adequacy of their collections and of their reference service. There are various ways evaluations of book collections have been attempted and suggested. Some measures of adequacy have been found to be more useful than others, but any evaluation is futile unless the staff of the

library is prepared to remedy the situation.

NEED FOR THE STUDY

This study is designed to help the area libraries in New Jersey know their adequacy through examination of a small portion of their collections. By reivewing the holdings and handling of materials in the area of paleontology, it is hoped that this survey will probe the quality of collection from the standpoint of the user.

PURPOSE OF THE STUDY

The main objective of this study is to obtain the correct information by appropriate means to determine the adequacy of collection of the New Jersey area libraries and efficiency of their reference service.

DEFINITION OF TERMS USED

PALEONTOLOGY - The study of fossils and ancient life forms.

AREA LIBRARIES - These are the second level of library service in the New Jersey Library Network. For a detailed description see Chapter III.

UNOBTRUSIVE RESEARCH - An inconspicuous means of getting information for assessing operations or service.

LIMITATIONS

This report does not profess to be a definitive study of the area libraries' collections. Limitations do exist, both in the scope surveyed and in the procedure used. My study is limited to New Jersey and the second level of library service in the state. The entire collection is not reviewed for this would be too vast an undertaking. Rather, a specific subject area was selected. Determination of the reference efficiency

is limited by the human element represented by the inquirer and the reference librarian. Although there is no evidence that unobtrusive research prompts anything other than a natural response, I realize that the results hinge upon the inquirer, the inquiry, the time of day the question was asked, the person answering the question and the subject area selected to be analyzed.

METHOD OF COLLECTING AND INTERPRETATING DATA

See Chapter IV.

CHAPTER II

SURVEY OF THE LITERATURE

ADEQUACY OF COLLECTION

Adequacy of a collection can be described as a sufficient number of material which is appropriate in content, form, and style to meet the needs of its patrons. In any public library there are a number of absolute basic books which a patron might expect to be readily available.[1] This brings to mind the phrase, 'the right book for the right reader at the right time.' The assumption here is that the library would have these standard stock items on the shelves. The person who seeks a particular item is perturbed when he does not find it on the shelves.[2] The response that the books are out or that they are available on

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[1] Lewis Steig, "A Technique for Evaluating the College Library Book Collection," Library Quarterly, January, 1943, p. 34.

[2] Eric Moon and Karl Nyren, Library Issues: The Sixties (New York: R.R. Bowker, 1970), p. 71.

inter-library loan does not alleviate this. The great majority of book circulation depends on what the reader finds on the shelves of his library.[3]

The expression 'the right book for the right reader at the right time' falls into three segments. The first insists that the librarian have a knowledge of books and book sources. He must also be aware of reader needs informational, educational, and recreational. The final segment entails the efficiency in bringing these two together. At the point of service these two must be integrated fully.[4]

Every librarian would like a straightforward answer to the question, "How good is my collection?" In most cases the librarian is already aware of the quantitative aspects. The concern is generally towards

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[3] Verner W. Clapp and Robert T. Jordan, "Quantitative Criteria for Adequacy of Academic Library Collection," College and Research Libraries, September, 1965, p. 467.

[4] Moon and Nyren, p. 71.

the qualitative nature of the collection. However, surveys of the collection designate quantitative statistics more frequently than any other facts. Many of these calculations are misleading since uniformity does not exist in methods of counting library holdings. Statistics are somewhat easy to obtain, are apparently clear and usually impress the unsuspecting reader.[5]

Adequacy can be difficult to determine, it cannot merely be measured by the number of books a particular collection holds.

Verner W. Clapp and Robert T. Jordan, in their article "Quantitative Criteria for Adequacy of Academic Library Collections" reflect upon various accredited standards. The authors challenged authorities who believe that adequacy of collection can be measured on the basis of its holdings. Their basic assumption was that it is possible to use quantitative measures for adequacy. Clapp and Jordan developed new

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[5] Leon Carnovsky, "Measurement of Public Library Book Collection," Library Trends, April, 1953, pp. 462 463.

formulas for estimating the size of libraries needed for minimum efficiency. However, careful application and illustration of their principles lead these researchers to discover that although their results were useful, further study was necessary. Specific areas for research were listed in their report for continuing study.[6]

The adequacy of a collection hinges upon the process of accumulating a good book collection. A good book selection policy, adopted and implemented, is conducive to a better collection and to better service. Selection policies are individual to each library, but in each case a firm basis must be established for molding the holdings to the goals of the library and the needs of its patrons. As librarians, it is our professional responsibility to meet these needs. Collections must be developed to the right proportions for the particular readers to be served, in new forms of books as well as new subject areas.

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[6] Clapp and Jordan, pp. 371-380.

On the basis of reviews and proficiency in a subject field, selection and rejection of current materials is made. Mistakes and obsolete books should be weeded out. Duplication of frequently requested and noteworthy books, as well as replacement of missing or well-worn materials should be made. One should reconsider books previously passed over or thought to be unappropriate. Finally, the collection should be reviewed as a whole to overview the entire process and to ascertain how well the results correlate with the philosophy of the library.[7]

Library Evaluation, which is edited by Wayne S. Yenawine, is a compilation of essays discussing this topic. In the article entitled "Evaluation of Book Collection" by Rudolph Hirsch, four principle methods of determining adequacy are discussed. The first procedure is described as 'impressionistic.' Here, librarians with the assistance of subject specialists subjectively review the entire collection. Both the philosophy and policies of the library are used as the

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[7] Margaret E. Moore, "What Makes a Good Book Collection," Maryland Libraries, Spring, 1964, pp. 6-11.

basis for this type of study. In the second method, the researchers theorizes that there are certain basic books which should be in each library collection. Following this assumption, an appropriate check list is compared to the holdings, thereby judging the strengths and weaknesses of the collection. The author feels that a book collection can be evaluated in terms of use. In the third procedure, circulation statistics are combined with numerical values of usage in particular areas. Mr. Hirsch warns that this study should be used carefully because in some cases the relationship between the scholarly value of materials and circulation of them is small. The final type of evaluation is purely quantitative. Adequacy is determined by comparing expenditures for materials over a given period of time by classes or by annual additions to the holdings. The findings derived from application of this procedure suggest whether or not the budget for books was used wisely. These four methods, as described by Rudolph Hirsch, are only brief outlines of means to evaluate book collections and there are many hybrids which can be derived from them.[8]

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[8] Wayne S. Yenawine, Library Evaluation (Syracuse, New York: Syracuse University Press, 1959), pp. 13-18.

Evaluations of book collections have taken many formats from subjective estimates by professional librarians to mathematical formulas for reader demand and book provision.

A study of the book collection at Hamilton College in Clinton, New York was done during the years 1938-1941. The aims of this study were to develop means to assemble data on the frequency of circulation of titles and the proportion used by students and faculty. Also, the researchers wanted to use the data to make suggestions to the staff of Hamilton College. The assumptions were derived from the following hypothesis. The first was that adequacy determines use, also a measurement of use can be obtained from studying the materials circulated. It was found that approximately three-fourths of the books borrowed during one school year were circulated only once. The researchers feel that this was evidence that the collection was adequately serving its' patrons. The study was described as being very useful to the college library, although it was noted that their findings could not be used as norms and standards could not be set up on the basis of their findings.[9]

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[9] Steig, pp. 34-44.

In recent years, the most popular means of judging a collection's adequacy has been the check list method. It has been established that this method is a better judge of adequacy than the mere reporting of the number and distribution of books and materials. Book selection lists and specialized subject bibliographies, both of which should be frequently reviewed and up-dated, are described in the literature as the best 'yardstick' of adequacy.[10] No matter what form the evaluation takes, it is purposeless if the follow-up is not taken or if the staff fails to understand why the collection got the way it is.[11]

A common objection to the list checking method is that its application gives no credit for books the library holds on the same topic but which are not found on the list. Some researchers feel that the lists

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[10] Clapp and Jordan, p. 380.

[11] Carnovsky, p. 463.

themselves are not valid instruments for measurement since they are not standards of quality. Lists should not automatically grade a collection according to the percentages of the titles held. Despite these criticisms, the results do tell something about a collection in terms of the list used.[12]

The use of standardized lists in evaluating can be valueless if one is unaware of their scope, purposes, and limitations. As the misuse of selection aids in acquisitions can be a shameful waste of book funds, using the wrong bibliography to evaluate a collection can be a fruitless effort.[13]

A problem arises in an attempt to establish a purely objective method of evaluation. There is no standardized listing of materials for a research collection of any scope and size. Given the possibility that one would exist, it would be of such a length that comparing the holdings of any given library

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[12] George S. Bonn, "Evaluation of the Collection," Library Trends, January, 1974, p. 275.

[13] Carnovsky, p. 467.

against it would be far too costly and would discourage its use. Sometimes because it was assumed that high correlation existed between the general works and the reference collection, only the reference works would be checked.[14] It was also found to be useful to analyze the collection or portions of it by date of publication. Another alternative has been to compare the holdings with many specialized subject bibliographies, but again this was found to be extremely costly in time and effort. Therefore, systematic evaluations of larger libraries are rarely undertaken. These libraries, when evaluated are done so subjectively and based upon opinions of staff and patrons, and in the cases of academic libraries, faculty and students. Evaluation of the collection of larger libraries is essential for the formulation of an appropriate acquisitions policy.

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[14] Robert W. McEwen, "The North Central Association's 1943 Survey of College and University Libraries," College and Research Libraries, June, 1943, pp. 253-256.

This was the case of the Newberry Library, a branch of the Chicago Public Library, specializing in the humanities. Robert Peerling Coale did a study of its collection as a master's thesis for the University of Chicago in 1964. His research was entitled "An Evaluation of the Newberry Library Collections in the Colonial History of Mexico, Peru, Chile, and the Columbia/Venezuela Region." Mr. Coale used selected short bibliographies instead of standard bibliographies in his study. Pre-existing standard lists were not available in these specialized areas. He answered two specific questions in each historical area with his sampling technique.[15]

> Does the collection contain the primary printed source material and the important secondary accounts?
>
> Has the library kept up with the acquisition of the current scholarly output in the field?[16]

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[15] Robert Peerling Coale, "Evaluation of a Research Library Collection: Latin-American Colonial History at the Newberry," Library Quarterly, July, 1965, pp. 173-184.

[16] Ibid., p. 174.

His survey method was to subject the collection to a series of probes. Although these did not examine the Newberry's collection entirely, they did examine particular areas in depth.

Surveyors of libraries have utilized ready-made lists but other lists have been especially prepared for use in several multi-library studies, such as compilation of a hundred best books of highly selective lists on given topics.[17] In cases where a specialized listing is used, knowledge of the subject by authorities in the field is needed to expand the librarian's information.[18] In any case, the librarian must keep in mind his obligation to render the 'right books to the right people.' One list should not be considered better than another for it is contingent upon what the librarian desires to discern.

Generally, list checking is a means of qualitative evaluation. Occasionally it has been

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[17] Carnovsky, p. 463.

[18] McEwen, p. 256.

used in multi-library surveys to determine the total of different titles represented in a group of libraries or to delineate the extent of duplication between their collections.[19]

In the future, with the advancements of technology in relation to library procedures, the evaluation process will be simplified through the application of electronic catalogs. However, for the present time we must continue to rely upon manual checking.[20]

Where careful selection policies are implemented and substantial funds are available, one might postulate that an adequate collection will result. Reliable evidence of this is still dependent upon the appropriate check lists and the presence of the materials.

In spite of occasional difficulties in using this method of evaluation, and given the suitable match of a book selection aid and the goals of the library,

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[19] Robert D. Leigh, "The Public Library Inquiry's Sampling of Library Holdings of Books and Periodicals," Library Quarterly, July, 1951, pp. 157-172.

[20] Clapp and Jordan, p. 380.

this procedure seems to be the most feasible way to determine the adequacy of a collection.

ADEQUACY OF REFERENCE SERVICE

Since most of man's accumulated knowledge is stored on the printed page, librarians can be considered as its guardians. They provide access to these information banks and disseminate information to library users. In this respect, librarians can be regarded as social agents, and reference service is requisite to our complex world. Reference librarians have also been analogously termed the 'switching device' between inquirer and resources. They must also have the ability to develop interpersonal communication between themselves and the patrons as well as the ability to engage in both kinds of thinking - convergent and divergent.[21]

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[21] Edward Jestes, "Why Waste Professional Time on Directional Questions?" RQ, Fall, 1974, p. 15.

The basic elements of reference service can be reduced into three parts. These are: the library inquirer, the reference librarian and the inquiry itself. These elements cannot function without the library. The collection should be balanced to include a wide range of subject matter along with numerous viewpoints. However, the interaction that occurs among these elements is not solely dependent upon the collection. It is the adept librarian who administers good reference service.[22]

What is good reference service? How does one evaluate question-answering service and reference efficiency? Unfortunately, there are no common guide lines or standards to measure this in every library. In the past, reference service has depended upon the results of simple tallies, and recording and classifying of types of inquiries. By merely counting the frequency of queries one can not expect to determine the quality of service. Here volume is established and not adequacy.

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[22] Bernard Vavrek, "The Nature of Reference Librarianship," RQ. Spring, 1974, p. 214.

Infrequently, studies occur in which the process of searching for the information is analyzed. In these studies, the time factor and consulted volumes are measured. Studies of these types do not account for output and are not true measures of reference efficiency.[23]

The best measure of performance has been found to be test questions and unobtrusive observation. Test questions are designated from the users point of view to measure efficiency.[24] They are implemented inconspicuously. Observation of the actual interaction between patron and reference librarian occurs thereby allowing the researcher to evaluate. The investigation is

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[23] Thomas Childers, "Managing the Quality of Reference/Information Service," Library Quarterly, January, 1972, p. 212.

[24] Terry L. Weech, "Evaluation of Adult Reference Service," Library Trends, January, 1974, p. 331.

carried out in this manner since the reference personnel might perform differently if aware of observation. The evaluation process does not obtrude on the circumstances. Before unobtrusive measurements were applied to reference service, little was known about the interaction and there was no way to indicate possible improvement of service.[25]

Inconspicuous measuring presents two basic types of information. It provides facts concerning the question-answering process, and along with testing the effectiveness of innovation in a particular situation, it provides knowledge about the substance of the answer.[26]

The results of unobtrusive testing establish discrepancies in the results of previous types of

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[25] Ibid., pp. 326-327.

[26] Childers, p. 216.

efficiency studies.[27] The chief reason for this was discovered to be that patrons did not realize how much information was not given to them. Efficiency can be measured by researchers using test questions and unobtrusive means because the criterion is providing the correct response to the inquiries.[28]

A controversy involving ethics arises. Is it ethical to test personnel unobtrusively? The major disadvantage of evaluating is the effect it may have on attitudes and morale. This method should not be implemented to examine the efficiency of a particular person and studies should not single out certain staff members.[29]

Unobtrusive research can be summed up in one word - promising. Implementation of this method

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27 Weech, p. 328.

28 David E. House, "Reference Efficiency or Reference Deficiency," Library Association Record, November, 1974, p. 222.

29 Weech, pp. 328-329.

will eventually establish a standard for adequacy, evaluate individual libraries, appraise cooperative library systems, and create national norms. This plan of defining reference efficiency will study the strategy for searching the holdings of a library which is the very basis of good reference service.[30]

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[30] Childers, p. 217.

CHAPTER III

THE NEW JERSEY LIBRARY NETWORK - THE AREA LIBRARIES

In an effort to establish adequate library service in the state of New Jersey for all people, the Library Development Committee of the New Jersey Library Association did a study of the state's libraries in the early 1960's. After several years of research, this committee published a report which forms the basis of the existing New Jersey plan. Published in November 1964, their efforts were entitled Libraries for the People of New Jersey; or Knowledge for All, although commonly referred to as the 'Martin-Gaver Report' after the co-chairmen of the Library Development Committee, Lowell A. Martin and Mary V. Gaver.[1]

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[1] Lowell A. Martin and Mary Virginia Gaver, Libraries for the People of New Jersey; or Knowledge for All (New Brunswick, New Jersey: New Jersey Library Association, 1964), passim.

However, this was not the beginning of concern for library service in the state of New Jersey. In May 1954, Senator Thomas J. Hillery proposed a commission to study library services in New Jersey. This eleven member committee scrutinized the condition of public libraries. The outcome of their work established the need for state aid to libraries and brought about the State Aid Act of 1959.[2] Their efforts also organized the Commission to study Library Service in New Jersey and has produced several results. These were:

1. State aid for public libraries.
2. Mandatory certification of professional librarians in municipalities exceeding 10,000 population.
3. Enabling legislation or revision of legislation affecting:
   a. Federation of libraries.
   b. Joint libraries.
   c. Regional libraries.
4. Significant improvement in the condition of public libraries.

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[2] William J. Roehrenbeck, Library Development in New Jersey. The Historical Background (New Brunswick, New Jersey: New Jersey Library Association, 1973), p. 4.

5. Expansion of the Graduate Library School and of the State Library.
6. Unusual growth of school, college, university, and special libraries, both in resources and numbers.

It should also be noted that federal funds, under the Library Services Act, were now available in the state.3

Although these were great advances in library service in New Jersey, many deficiencies existed. The years 1963 and 1964 brought about numerous reports concerning the condition. The following summarizes the situation as it existed in the early 1960's, as detailed by the report of the Library Development Committee Library Development in New Jersey. The Historical Background,

1. A high percentage of the population did not have access to those library materials and service that would fulfill educational and informational needs.
2. Book resources were seriously deficient. Almost 80% of the public

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3 Ibid., pp. 15-16.

libraries had collections under 50,000 volumes. Resources were concentrated in the metropolitan areas of the state.

3. There was a serious shortage of professionally qualified librarians in the school and public libraries of the state.

4. Secondary school libraries were far below standards.

5. The establishment of elementary school libraries was lagging.

6. College and university libraries were seriously deficient as compared with other states.

7. There was a lack of adequate financial support for the State Library.

8. The Graduate Library School was in serious need of new physical quarters.[4]

It was during this period that the theories towards improvement of library service in New Jersey were conceptualized and established in the Martin-Gaver Report. Their statements were based upon a statewide survey taken by concerned citizens and

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[4] Ibid., pp. 16-17.

librarians. Realizing the re-occurring and severe inadequacies of this learning resource, a plan was proposed to remedy the situation.

Lowell A. Martin and Mary V. Gaver thought to provide avenues of access for information, and basically the plan was one to coordinate library service throughout the state. They declared that libraries could be set into three categories. and these categories delineated the three levels of service. These levels of service have been diagrammed as a triangle.

The first level of the triangle of library service are the municipal, school and special libraries. These provide the basic and frequently requested materials for their patrons. The second level of service is the area library. These reference centers are to be strategically located over the state to assist the first level libraries - municipal, school and special - and to act as a backstop unit. The pinnacle of service would be the third level libraries - the research centers. These would provide more specialized materials

for indepth inquiries. Four research libraries accept requests for materials not available at area libraries. They are: Rutgers University Library, Princeton University Library, Newark Public Library and the New Jersey State Library.[5]

> The State Aid Act of 1967 Provided the authorization to institute the second and third levels of service; the law affecting the State Library was revised in 1969, ... and the administration of the State Library proceeded to designate area libraries and exercise a broad supervision of their performance, draw up regulations for state aid, and administer LSCA(6) funds in conformity with the plan.7

Since my study is primarily concerned with the second level of service - the area library, the rest of my discussion on the New Jersey libraries will pertain to these reference centers.

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[5] Mary Virginia Gaver, State-Wide Library Planning: The New Jersey Example (New Brunswick, New Jersey: Rutgers University Press, 1969), pp. 9-11.

[6] LSCA - Library Services and Construction Act.

[7] Roehrenbeck, pp. 17-18.

The Library Development Committee proposed the designation of specific libraries to be established as the second level of service in the State. Following this, the geographic areas were planned and thirty-one libraries were studied to determine their potential as reference centers. The final recommendation of the specific libraries included five county libraries. These county libraries had been selected on the grounds that they were the only libraries in their particular area that showed potential. However, their proposed designation as area libraries was hindered by the method of financing county libraries from dedicated taxes in New Jersey.[8]

The budget of a county library is made up of the sums of the special taxes paid within the county by its residents who use the county library services. Municipalities that have set up their own libraries under state law are exempt from paying taxes for maintenance of the county library. Therefore, if a

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[8] Ibid., p. 19.

county library was to be established as an area reference center it would have to give services to its taxpayers as well as its non-taxpayers. It was evident that a reform was needed in the state aid formula.[9]

The State Aid Act 1967 granted $35,000 annually to each library plus twenty cents per capita for each person living in the specified area. This act also determined that from that point in time, funding of area libraries would be taken over by the State. Designated reference centers would no longer have to rely upon the federal LSCA funds.[10]

New Jersey has succeeded in achieving their two major goals put forth by the Martin-Gaver Report. These were to coordinate a library service network over the State and to adequately finance libraries by the revenues of local sources and

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[9] Ibid., pp. 19-20.

[10] Ibid., p. 27.

the state government.

In 1965, fifteen area libraries were established throughout the State. With additional appointments through the years, today in 1977 there are twenty-five area libraries which make up the second level of service in the New Jersey network.

The goals set down in Libraries for the People of New Jersey by Martin and Gaver are still considered the standards for area reference libraries. They are:

1. A collection of at least 150,000 volumes.
2. A well-selected reference collection.
3. Annual addition of at least 5,000 volumes plus annual refreshment of non-book materials.
4. 350 subscriptions to journals and periodicals, with back files for 10 years of the titles with continuing reference value.
5. A minimum of 8 professional staff members.
6. A library building adequate to house the collection and to provide seats for at least 150 readers.
7. Open at least 68 Hours per week.[11]

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[11] Martin and Gaver, pp. 26-28.

The New Jersey report entitled, Library Development in New Jersey. The Historical Background, capsulized the Martin-Gaver Report and enumerates the functions and goals of the reference centers. They are:

a. Designation of 22 area libraries to offer second level service.

b. These libraries would offer the following services in stages:
   1. Use of collection in building by residents of service area.
   2. Reference and reading guidance services.
   3. Telephone and mail information and reference service to public, school, and college libraries in area.
   4. Information and publicity about area library service.
   5. Publication of lists of holdings.
   6. Photocopy services at no charge to libraries within area.
   7. Inter-library loan service within area.
   8. Establishment of area-wide co-ordinating council.
   9. Borrowing privileges to all area residents.
   10. Initiate cooperative and co-ordinating operations within area.[12]

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[12] Roehrenbeck, p. 46.

As mentioned previously, there are presently, twenty-five area libraries in New Jersey with the newest addition being the East Brunswick Public Library in East Brunswick, New Jersey. The appendix offers the names and addresses of the officially designated reference centers as well as a map of New Jersey indicating their location.

This year, the New Jersey Department of Education compiled a listing of the centers along with various statistics taken from the individual libraries' 1974 annual reports. In an attempt to further detail the individual area libraries, I have taken several of these statistics from the Area Library Directory and have displayed them on charts. As East Brunswick is a newly designated area library, the statistics offered are from the calendar year 1976.

TABLE I

STATISTICS FOR COMPARISON OF AREA LIBRARIES[13]

	BOOKS	PERIODICAL SUBSCRIPTIONS	RECORDINGS, CASSETTES	FILMS (16mm)
BLOOMFIELD PUBLIC LIBRARY	161,490	551	2,907	108
BURLINGTON COUNTY LIBRARY	311,527	1,077	2,381	69
CAMDEN COUNTY FREE LIBRARY	145,582	339	998	55
CAPE MAY COUNTY LIBRARY	151,806	369	524	---
CUMBERLAND COUNTY LIBRARY	106,118	442	2,193	13
EAST BRUNSWICK FREE PUBLIC LIBRARY	75,228	553	4,900	88
EAST ORANGE PUBLIC LIBRARY	316,683	611	13,560	1,016
ELIZABETH PUBLIC LIBRARY	321,073	1,165	7,000	170
HACKENSACK PUBLIC LIBRARY	156,801	532	5,806	796
HUNTERDON COUNTY LIBRARY	112,835	408	1,672	---
JERSEY CITY FREE PUBLIC LIBRARY	606,598	970	3,630	210
LINDEN PUBLIC LIBRARY	144,102	406	4,034	53
MONMOUTH COUNTY LIBRARY	446,205	1,499	2,176	781
MORRIS COUNTY FREE LIBRARY	398,875	2,224	4,152	1,042
NEWARK PUBLIC LIBRARY	1,154,526	2,284	13,172	76
OCEAN COUNTY PUBLIC LIBRARY	258,209	468	661	158
PATERSON FREE PUBLIC LIBRARY	283,662	825	7,074	108
PHILLIPSBURG FREE PUBLIC LIBRARY	53,558	436	394	66
PLAINFIELD PUBLIC LIBRARY	166,082	466	1,431	199
RIDGEWOOD PUBLIC LIBRARY	160,321	500	2,482	2
SOMERSET COUNTY LIBRARY	383,723	729	2,380	83
SUSSEX COUNTY LIBRARY	203,129	389	1,845	35
TRENTON FREE PUBLIC LIBRARY	268,445	568	3,500	151
WAYNE PUBLIC LIBRARY	168,980	480	1,952	---
FREE PUBLIC LIBRARY OF WOODBRIDGE	302,797	922	4,700	536

[13] New Jersey Library Directory (Trenton: New Jersey Department of Education. Division of the State Library, Archives and History, 1976), passim.

TABLE II

ADDITIONAL STATISTICS FOR COMPARISON OF AREA LIBRARIES [14]

	YEAR OF DESIGNATION	AREA LIBRARY GRANT	NUMBER OF TOWNS SERVED	POPULATION SERVED	LAND SERVED (sq. mi.)
BLOOMFIELD PUBLIC LIBRARY	1965	$ 84,183	13	248,040	51.50
BURLINGTON COUNTY LIBRARY	1965	$ 96,751	36	307,955	787.54
CAMDEN COUNTY FREE LIBRARY	1973	$159,512	59	652,145	492.37
CAPE MAY COUNTY LIBRARY	1972	$ 46,911	14	63,400	263.37
CUMBERLAND COUNTY LIBRARY	1965	$ 74,944	32	209,030	866.74
EAST BRUNSWICK FREE PUBLIC	1976	$ 61,150	15	251,730	213.00
EAST ORANGE PUBLIC LIBRARY	1965	$ 85,612	8	305,100	51.80
ELIZABETH PUBLIC LIBRARY	1967	$ 78,313	5	219,050	28.89
HACKENSACK PUBLIC LIBRARY	1965	$152,487	38	595,410	90.99
HUNTERDON COUNTY LIBRARY	1972	$ 48,943	26	73,940	429.60
JERSEY CITY PUBLIC LIBRARY	1965	$146,304	9	559,415	35.82
LINDEN PUBLIC LIBRARY	1965	$ 58,876	6	121,520	23.05
MONMOUTH COUNTY LIBRARY	1965	$126,539	51	475,445	423.52
MORRIS COUNTY FREE LIBRARY	1974	$110,212	38	395,710	457.93
NEWARK PUBLIC LIBRARY	1965	$129,596	6	475,720	39.94
OCEAN COUNTY PUBLIC LIBRARY	1965	$ 76,694	34	257,785	641.05
PATERSON FREE PUBLIC LIBRARY	1971	$ 96,347	5	311,300	26.73
PHILLIPSBURG FREE PUBLIC	1973	$ 49,792	23	77,045	361.55
PLAINFIELD PUBLIC LIBRARY	1965	$100,402	20	366,630	127.58
RIDGEWOOD PUBLIC LIBRARY	1965	$ 94,324	31	297,115	138.92
SOMERSET COUNTY LIBRARY	1965	$ 63,791	15	149,255	270.35
SUSSEX COUNTY LIBRARY	1965	$ 50,506	24	85,245	526.59
TRENTON FREE PUBLIC LIBRARY	1965	$ 99,773	19	340,575	304.51
WAYNE PUBLIC LIBRARY	1973	$ 65,810	11	160,030	165.28
WOODBRIDGE PUBLIC LIBRARY	1967	$ 85,674	6	260,190	66.80

[14] Ibid.

CHAPTER IV
ORGANIZATION OF THE STUDY
SELECTION OF THE BOOKS

The purpose of this chapter is to detail the method I used to measure the adequacy of collection and of reference service in the twenty-five New Jersey area libraries. Two different procedures were employed to test these adequacies. I chose to determine adequacy by using a prepared bibliography and a test question. The bibliography would test the adequacy of a particular library's collection in relation to the others. The test question would be asked inconspicuously while I observed the treatment and reactions a 'typical' patron would receive. By visiting each area library, unobtrusively performing my study and compiling the data, I hoped to have some idea as to how well the second level of the New Jersey library network serves their public.

Before attempting this research I needed to

do much background work. I needed to compile a bibliography in a particular topic area and choose a question to ask at every library. I then had to organize my test approach.

The remainder of this chapter covers a description of the steps I took to organize my study.

One of my objectives was to determine the adequacy of collection of each area library. I was mainly concerned with the adequacy of these libraries in relation to each other. To do this I selected an area by which to judge these libraries. My intention was to choose a specific topic which was not too broad, however I wanted to select one that was not too obscure or limiting. For these reasons I opted for 'paleontology'. I felt that the field of paleontology was specific enough but included additional areas such as fossils, dinosaurs, and ancient life forms.

My first step was to compile a listing of books in the area of paleontology. With the help of several selection aids, I planned to cull together titles that were authoritative and

comprehensive as well as ones that were written with the layman in mind. These books were not necessarily meant to be 'Bibles' in the field. I intended them to be standard titles which no library of any size would be without. The sophistication of the materials selected ranges from a cursory treatment to detailed discussions of ancient life forms. The list was designed with my study in mind. It is by no means an exclusive listing of good books on paleontology.

A listing of the book selection aids consulted as well as the organizations contacted may be found in the appendix of this paper. Utilizing these recommendations, I then made my own review of the titles and adopted a fifteen book listing.

As stated before, these titles were meant to serve a variety of interests that might be displayed by users in an area reference center. None of these require previous training in the field so that the user should be able to glean what he seeks.

The following are the titles I selected for use in my study.

Augusta, Josef. Prehistoric animals. London: Paul Hamlyn, c1960

Beerbower, James R. Search for the past; an introduction to paleontology. 2nd. ed. Englewood Cliffs, New Jersey: Prentice-Hall, 1968.

Colbert, Edwin Harris. Dinosaurs: their discovery and their world. New York: Dutton, 1961.

Colbert, Edwin Harris. Men and dinosaurs. New York: Dutton, 1968.

Fenton, Carroll Lane. The fossil book; a record of prehistoric life. Garden City, New York: Doubleday, 1958.

Fenton, Carroll Lane. Tales told by fossils. Garden City, New York: Doubleday, 1966.

Moore, Raymond Cecil. Invertebrate fossils. New York: McGraw Hill, 1952.

Ransom, Jay Ellis. Fossils in America: their nature, origins, identification and classification, and a guide to collecting sites. New York: Harper & Row, c1964.

Raymond, Percy Edward. Prehistoric life. Cambridge: Harvard University, 1958, c1947.

Rhodes, Frank H. T. Fossils; a guide to prehistoric life. Racine, Wisconsin: Golden Press, 1962.

Romer, Alfred Sherwood. Vertebrate paleontology. 3rd. ed. Chicago: University of Chicago Press, 1966.

Shimer, Hervey Woodburn. Index fossils of North America. Cambridge: M.I.T. Press, c1944.

Simpson, George Gaylord. Life of the past. New Haven: Yale University Press, 1953.

Twenhofel, William Henry. Principles of invertebrate paleontology. 2nd. ed. New York: McGraw Hill, 1953.

Wendt, Herbert. Before the deluge. Garden City, New York: Doubleday, 1968.

A chart can be found in the appendix which displays the authorities consulted and the particular books which they recommended.

Once establishing the titles, I prepared a checklist which I took into each library. In the latter portion of my visit, I compared my list with the holdings of the library as found in the card catalog. Following this, I consulted the actual shelves to determine how many books were actually available.

SELECTION OF TEST QUESTION

Before I could select an appropriate test question, I needed some background information in the field of paleontology. My first step was to consult several encyclopedia articles for an overview of the field and related areas. I had already selected my bibliography and therefore had skimmed through many books in the field. I elected to read various parts of some of the books that I had designated for the layman. From my survey of the books and my own limited knowledge of the field, I arrived at several possible test queries. Researching these possibilities in depth, I decided upon the test question for my study.

As an average patron, upon entering the library I would seek assistance from the reference librarian on duty. Being purposely evasive, I asked for information about a particular scientist's theories. I wanted to see how well the librarian would interview me

to determine what it was I actually wanted. I let the reference librarian draw from me only as much information as he requested. However, I would not let the reference search begin unless they did not have an idea as to what kind of information I was seeking.

I was looking for information on the theories of a Belgian scientist, Louis Dollo. He is particularly famous for one theory. I wanted the librarian to find information for me on Dollo's law of irreversibility. This law deals with an animal's characteristics which once lost in the process of evolution, never reoccur. It is not as obscure as it may appear for there are various key phrases which may be found in indexes and chapter descriptions.

My basis for testing reference efficiency was founded on the premise that the average patron seeking information does not know how much information is really available to him. He is not aware of how much of this information he has or has not received. I had throughly researched this area and was aware of how much information there actually was on the subject. I judged the

accuracy and efficiency by seeing how much information was given to me and to what lengths the librarians would go or suggest to go for additional information.

I found this to be a good test question because the information or amount of information given in response could be broken down. In the course of my investigation I was offered from no information at all to quite detailed information on the law of irreversibility. This information ranged from birth-death dates of Louis Dollo or a paragraph on his studies to later theories by other paleontologists who felt that natural selection could reverse an evolutionary trend.

Occasionally, I had to call a quick halt to an anxious librarian who was bringing our continued reference interview far beyond my depth of knowledge and understanding of the field. There were a few librarians who seemed quite disappointed when I insisted, in the middle of their hot pursuit for knowledge, that I had enough information. Unfortunately, the antithesis of this situation also existed in New Jersey's area libraries.

ORGANIZATION OF THE VISITS

My actual visits to the individual libraries ranged from a half hour to approximately an hour and a half. Judging from appearances, it would have seemed as if a typical patron was seeking information. Because I was able to remain unobtrusive about my research for the length of each visit, I feel that I was able to make my determinations with a fair degree of accuracy. I visited each of the twenty-five libraries in the study during a five week period.

I did not ask the person stationed at the reference desk his qualifications as a professional librarian for this would have been in poor taste and it would have created some suspicion. I assumed that the area libraries are of such a size that they would only assign a competent librarian skilled in reference to the station. Occasionally, I was referred to a member of the staff who was better versed in the

field of science.

Following the initial interaction with the person who was to help me, I would begin to ask my question. The reference librarian had no idea that I was a student doing unobtrusive research and they had no reason to assume they were being tested. I let the librarian take over the reference interview, giving out informational clues as requested. Sometimes they would ask where I came across this paleontologists name and his studies. Each time I would cover myself by saying that his name had been brought up frequently while I was on a tour of the prehistoric portion of the Museum of Natural History in New York City, and that I was interested in knowing more about him. Most of the time the first book they headed for was the Dictionary of Scientific Biography, edited by C.C. Gillispie, New York, Scribner's, 1971. Once reading the biography for some background information on Louis Dollo, they began their search.

I went along to the shelves with the librarian

and observed. All along, I made mental notes as to the interview, the reference search, and finally the information given in response to my query. When the interaction was complete, I thanked the librarian for his assistance, sat down with the materials, and took notes on the encounter. Immediately after, I made my evaluation.

I evaluated the reference service in four different areas. These were: attitude, reference interview, organization of reference search, and accuracy and efficiency. In order to clarify exactly what was measured, I have defined these terms.

ATTITUDE - Disposition or manner of the librarian with regard to the patron and query.

REFERENCE INTERVIEW - Quality of the question-negotiation process.

ORGANIZATION OF REFERENCE SEARCH - Quality of strategy employed to discover answers.

ACCURACY AND EFFICIENCY - Overall correctness, competency and celerity.

I used the same test question at each of the libraries. My procedure in each of the libraries

was identical, and I do not think that anyone was aware of my testing.

After replacing the materials on the shelves, I would proceed to the card catalog. Here I was to determine the particular library's adequacy of collection in the field of paleontology. I had duplicated my list of the fifteen books so that it was easy to see which ones were held in the collection. This did not create any suspicion as many people compare bibliographies with the library's holdings. Following this, I checked the shelves for the availability of materials. This procedure was also implemented at each of the twenty-five libraries.

ORGANIZATION OF THE DATA

I decided to rate the adequacy of reference service, as I recieved it, on a scale of one to five, (5= maximum efficiency, 3= average efficiency, and 1= inefficiency). These grades were assigned to the four areas as prescribed previously. These were: attitude, reference interview, organization of reference search, and the overall accuracy and efficiency.

The data determining adequacy of collection was gathered on check sheets and later compiled. The results as well as explanations of each of these can be located in Chapter V.

CHAPTER V

RESULTS

TABLE III

RESULTS OF TEST QUESTIONING -
ADEQUACY OF SERVICE

	ATTITUDE	REFERENCE INTERVIEW	ORGANIZATION OF REFERENCE SEARCH	ACCURACY AND EFFICIENCY
BLOOMFIELD PUBLIC LIBRARY	5	4	5	5
BURLINGTON COUNTY LIBRARY	5	5	3	4
CAMDEN COUNTY LIBRARY	5	3	4	4
CAPE MAY COUNTY LIBRARY	5	5	4	3
CUMBERLAND COUNTY LIBRARY	4	2	3	3
EAST BRUNSWICK PUBLIC	4	4	3	3
EAST ORANGE PUBLIC LIBRARY	5	4	5	5
ELIZABETH PUBLIC LIBRARY	4	2	2	3
HACKENSACK PUBLIC LIBRARY	5	4	4	4
HUNTERDON COUNTY LIBRARY	5	2	3	5
JERSEY CITY PUBLIC LIBRARY	4	4	4	4
LINDEN PUBLIC LIBRARY	1	1	1	1
MONMOUTH COUNTY LIBRARY	4	3	3	2
MORRIS COUNTY LIBRARY	5	5	5	5
NEWARK PUBLIC LIBRARY	5	5	5	5
OCEAN COUNTY LIBRARY	3	3	3	3
PATERSON PUBLIC LIBRARY	3	3	3	3
PHILLIPSBURG PUBLIC LIBRARY	3	2	3	3
PLAINFIELD PUBLIC LIBRARY	5	4	5	5
RIDGEWOOD PUBLIC LIBRARY	3	3	3	3
SOMERSET PUBLIC LIBRARY	4	3	2	2
SUSSEX COUNTY LIBRARY	3	2	2	2
TRENTON PUBLIC LIBRARY	5	5	4	2
WAYNE PUBLIC LIBRARY	4	3	3	3
WOODBRIDGE PUBLIC LIBRARY	5	4	4	4

DISCUSSION OF TABLE III

This chart displays the results of the testing for adequacy of service. The four areas represented were judged on a scale of 1 to 5, 5= maximum efficiency, 3= average efficiency, and 1= inefficiency. As you will note there is a wide range of results displayed. Both the Newark Public Library and the Morris County Library received scores of maximum efficiency in each area. Whereas, only one library, the Linden Public received scores of inefficiency. The majority of area libraries received scores of 3 or average efficeincy or better.

TABLE IV

RESULTS OF TEST QUESTIONING -

NUMBER OF LIBRARIES
OVERALL COUNT OF SCORES

RAW SCORES

	5	4	3	2	1
ATTITUDE	12	7	5	-	1
REFERENCE INTERVIEW	5	7	7	5	1
ORGANIZATION OF REFERENCE SEARCH	5	6	10	3	1
ACCURACY AND EFFICIENCY	6	5	9	4	1

PERCENTAGES

	5	4	3	2	1	MODE
ATTITUDE	48%	28%	20%	-	4%	5
REFERENCE INTERVIEW	20%	28%	28%	20%	4%	3.5
ORGANIZATION OF REFERENCE SEARCH	20%	24%	40%	12%	4%	3
ACCURACY AND EFFICIENCY	24%	20%	36%	16%	4%	3

DISCUSSION OF TABLE IV

Table IV exhibits the overall count of the scoring in Table III. The first half involves the actual count and the second chart displays the percentages. For example: twelve libraries (or 48%) received a score of 5 in attitude and ten libraries (or 40%) were graded as average in the organization of their reference search. You will note that most of the libraries received their highest grade in attitude and received scores of average adequacy in the other areas. This can be most easily noted by referring to the results listed under mode in the second chart. The lowest grade, inefficiency, was given only once in each area and Table III shows that this was to the same library. One can observe from Table IV that the New Jersey area libraries, on the whole, offer average to excellent service to their patrons.

TABLE V

RESULTS OF TEST QUESTIONING -

ADEQUACY OF SERVICE
RESULTS BY REGION

	ATTITUDE	REFERENCE INTERVIEW	ORGANIZATION OF REFERENCE SEARCH	ACCURACY AND EFFICIENCY
NORTHEAST				
BLOOMFIELD PUBLIC LIBRARY	5	4	5	5
EAST ORANGE PUBLIC LIBRARY	5	4	5	5
ELIZABETH PUBLIC LIBRARY	4	2	2	3
HACKENSACK PUBLIC LIBRARY	5	4	4	4
JERSEY CITY PUBLIC LIBRARY	4	4	4	4
LINDEN PUBLIC LIBRARY	1	1	1	1
NEWARK PUBLIC LIBRARY	5	5	5	5
PLAINFIELD PUBLIC LIBRARY	5	4	5	5
RIDGEWOOD PUBLIC LIBRARY	3	3	3	3
WOODBRIDGE PUBLIC LIBRARY	5	4	4	4
NORTHWEST				
MORRIS COUNTY LIBRARY	5	5	5	5
PATERSON PUBLIC LIBRARY	3	3	3	3
PHILLIPSBURG PUBLIC LIBRARY	3	2	3	3
SUSSEX COUNTY LIBRARY	3	2	2	2
WAYNE PUBLIC LIBRARY	4	3	3	3

TABLE V (continued)

RESULTS OF TEST QUFSTIONING -

ADEQUACY OF SERVICE
RESULTS BY REGION

	ATTITUDE	REFERENCE INTERVIEW	ORGANIZATION OF REFERENCE SEARCH	ACCURACY AND EFFICIENCY
SOUTH				
BURLINGTON COUNTY LIBRARY	5	5	3	4
CAMDEN COUNTY LIBRARY	5	3	4	4
CAPE MAY COUNTY LIBRARY	5	5	4	3
CUMBERLAND COUNTY LIBRARY	4	2	3	3
OCEAN COUNTY LIBRARY	3	3	3	3
CENTRAL				
EAST BRUNSWICK PUBLIC LIBRARY	4	4	3	3
HUNTERDON COUNTY LIBRARY	5	2	3	5
MONMOUTH COUNTY LIBRARY	4	3	3	2
SOMERSET COUNTY LIBRARY	4	3	2	2
TRENTON PUBLIC LIBRARY	5	5	4	2

DISCUSSION OF TABLE V

Table V, which continues for two pages, repeats the findings of Table III. However, this time the scores are broken down by the regions: northeast, northwest, central, and south. With the exception of the northeast, the scores range from 5 to 2, that is maximum efficiency to less than average. The northeast ranges from maximum efficiency to inefficiency. These areas can be better noted by referring to the state map and explanation of it in the appendix of this paper.

TABLE VI

RESULTS OF TEST QUESTIONING -

ADEQUACY OF SERVICE
NUMBER OF LIBRARIES
REGIONAL COUNT OF SCORES

NORTHEAST (scores out of possible 10)

	5	4	3	2	1
ATTITUDE	6	2	1	-	1
REFERENCE INTERVIEW	1	6	1	1	1
ORGANIZATION OF REFERENCE SEARCH	4	3	1	1	1
ACCURACY AND EFFICIENCY	4	3	2	-	1

NORTHWEST (scores out of possible 5)

	5	4	3	2	1
ATTITUDE	1	1	3	-	-
REFERENCE INTERVIEW	1	-	2	2	-
ORGANIZATION OF REFERENCE SEARCH	1	-	3	1	-
ACCURACY AND EFFICIENCY	1	-	3	1	-

TABLE VI (continued)

RESULTS OF TEST QUESTIONING -

ADEQUACY OF SERVICE
NUMBER OF LIBRARIES
REGIONAL COUNT OF SCORES

SOUTH (scores out of possible 5)

	5	4	3	2	1
ATTITUDE	3	1	1	-	-
REFERENCE INTERVIEW	2	-	2	1	-
ORGANIZATION OF REFERENCE SEARCH	-	2	3	-	-
ACCURACY AND EFFICIENCY	-	2	3	-	-

CENTRAL (scores out of possible 5)

	5	4	3	2	1
ATTITUDE	2	3	-	-	-
REFERENCE INTERVIEW	1	1	2	1	-
ORGANIZATION OF REFERENCE SEARCH	-	1	3	1	-
ACCURACY AND EFFICIENCY	1	-	1	3	-

DISCUSSION OF TABLE VI

Table VI used the arrangement of the data in Table V and summarizes it. The chart exhibits the overall count of the adequacy scores by the four areas. The majority of the northeast received scores ranging from above average to maximum efficiency. The northwest region, although receiving scores of 5, the majority fell in the average grouping. The southern region of New Jersey scored very high in attitude and the reference interview, but average in the organization of their reference search and overall accuracy and efficiency. Central New Jersey scores did not fall heavily in any particular area. They were rated above average in attitude, average in reference interview and organization of their reference search, and just below average in accuracy.

TABLE VII

RESULTS OF TEST QUESTIONING -

SCORING AND REGIONAL BREAKDOWN
OF RESULTS

ATTITUDE

	5	4	3	2	1	MEDIAN
NORTHEAST	60%	20%	10%	-	10%	5
NORTHWEST	20%	-	40%	40%	-	3
CENTRAL	40%	60%	-	-	-	4
SOUTH	60%	20%	20%	-	-	5
AVERAGE	45%	25%	19%	10%	3%	

REFERENCE INTERVIEW

	5	4	3	2	1	MEDIAN
NORTHEAST	10%	60%	10%	10%	10%	4
NORTHWEST	20%	-	40%	40%	-	3
CENTRAL	20%	20%	40%	20%	-	3
SOUTH	40%	-	40%	20%	-	3
AVERAGE	23%	20%	33%	23%	3%	

ORGANIZATION OF REFERENCE SEARCH

	5	4	3	2	1	MEDIAN
NORTHEAST	40%	30%	20%	-	10%	4
NORTHWEST	20%	-	60%	20%	-	3
CENTRAL	20%	-	20%	60%	-	2
SOUTH	-	40%	60%	-	-	3
AVERAGE	20%	18%	40%	15%	3%	

TABLE VII (continued)

RESULTS OF TEST QUESTIONING -

SCORING AND REGIONAL BREAKDOWN
OF RESULTS

ACCURACY AND EFFICIENCY

	5	4	3	2	1	MEDIAN
NORTHEAST	40%	30%	20%	-	10%	4
NORTHWEST	20%	-	60%	20%	-	3
CENTRAL	20%	-	20%	60%	-	2
SOUTH	-	40%	60%	-	-	3
AVERAGE	20%	18%	40%	15%	3%	

DISCUSSION OF TABLE VII

This chart divided the four testing areas and shows by percentages how well each region performed. The median is indicated to show the midpoint of the range of scores. In attitude, both the northeast and south performed with maximum efficiency in 60% of the libraries in the areas. Central New Jersey performed above average in 60% of the libraries in attitude. And, the northwest performed between average and below average in the majority of cases.

In the reference interview, the south did best with 40% receiving scores of 5, followed by the northeast with 60% receiving a score of 4, and the northwest and central regions receiving scores of 40% in average adequacy.

The northwest, central and south each received a rating of average in 60% of their libraries in the organization of their reference search. The northeast was rated with maximum

efficiency in 40% or the majority of libraries in the area.

The northeast was rated 5 in 40% or its libraries in overall accuracy and efficiency. The northwest and south was rated 3 in 60%, and the central region was rated 2 in 60%.

The averages at the end of each of the tables indicate that the majority of libraries scored:

5 in attitude
3 in reference interview
3 in the organization of their reference search
3 in overall accuracy and efficiency

Resulting in the findings that the majority of the New Jersey area libraries performed with average to maximum efficiency.

TABLE VII

RESULTS OF TEST QUESTIONING -

MEDIAN COMPARISON
OF SCORING AND REGIONAL BREAKDOWN
OF RESULTS

	NORTHEAST	NORTHWEST	CENTRAL	SOUTH
ATTITUDE	5	3	4	5
REFERENCE INTERVIEW	4	3	3	3
ORGANIZATION OF REFERENCE SEARCH	4	3	3	3
ACCURACY AND EFFICIENCY	4	3	2	3

DISCUSSION OF TABLE VIII

This chart displays the medians resulting from the regional breakdown of results. The statistics were taken from Table VII and combined here for comparison. We see that the northeast and south scored very highly in attitude, followed by the central region and the northwest. Three of the four areas scored average in reference interview and organization of search. The northeast scored highest of the four in overall accuracy and efficiency, followed by the northwest and south which scored average and the central region scored slightly below average.

TABLE IX

ADEQUACY OF COLLECTION - RAW SCORES

	(A) BOOKS HELD IN CARD CATALOG OF 15 ON LIST	(B) BOOKS AVAILABLE ON SHELF OF BOOKS HELD IN CARD CATALOG	(C) ACTUAL NUMBER OF BOOKS AVAILABLE
BLOOMFIELD PUBLIC	11	8	8
BURLINGTON COUNTY	8	5	5
CAMDEN COUNTY	6	5	5
CAPE MAY COUNTY	7	6	6
CUMBERLAND COUNTY	8	4	4
EAST BRUNSWICK PUBLIC	5	3	3
EAST ORANGE PUBLIC	9	8	8
ELIZABETH PUBLIC	10	8	8
HACKENSACK PUBLIC	8	6	6
HUNTERDON COUNTY	7	6	6
JERSEY CITY PUBLIC	8	5	5
LINDEN PUBLIC	5	4	4
MONMOUTH COUNTY	8	1	1
MORRIS COUNTY	13	10	10
NEWARK PUBLIC	14	9	9
OCEAN COUNTY	10	6	6
PATERSON PUBLIC	10	6	6
PHILLIPSBURG PUBLIC	5	5	5
PLAINFIELD PUBLIC	11	7	7
RIDGEWOOD PUBLIC	8	4	4
SOMERSET COUNTY	8	6	6
SUSSEX COUNTY	9	7	7
TRENTON PUBLIC	9	2	2
WAYNE PUBLIC	6	2	2
WOODBRIDGE PUBLIC	9	3	3

TABLE X

ADEQUACY OF COLLECTION - PERCENTAGES

	(A) BOOKS HELD IN CARD CATALOG OF 15 ON LIST	(B) BOOKS AVAILABLE ON SHELF AS A PERCENTAGE OF BOOKS HELD IN CARD CATALOG	(C) BOOKS ACTUALLY AVAILABLE AS A PERCENTAGE OF LISTED 15
BLOOMFIELD PUBLIC	73%	73%	53%
BURLINGTON COUNTY	53%	63%	33%
CAMDEN COUNTY	40%	83%	33%
CAPE MAY COUNTY	47%	86%	40%
CUMBERLAND COUNTY	53%	50%	27%
EAST BRUNSWICK PUBLIC	33%	60%	20%
EAST ORANGE PUBLIC	60%	89%	53%
ELIZABETH PUBLIC	67%	80%	53%
HACKENSACK PUBLIC	53%	75%	40%
HUNTERDON COUNTY	47%	86%	40%
JERSEY CITY PUBLIC	53%	63%	33%
LINDEN PUBLIC	33%	80%	27%
MONMOUTH COUNTY	53%	13%	7%
MORRIS COUNTY	87%	77%	67%
NEWARK PUBLIC	93%	64%	60%
OCEAN COUNTY	67%	60%	40%
PATERSON PUBLIC	67%	60%	40%
PHILLIPSBURG PUBLIC	33%	100%	33%
PLAINFIELD PUBLIC	73%	64%	47%
RIDGEWOOD PUBLIC	53%	50%	27%
SOMERSET COUNTY	53%	75%	40%
SUSSEX COUNTY	60%	78%	47%
TRENTON PUBLIC	60%	22%	13%
WAYNE PUBLIC	40%	33%	13%
WOODBRIDGE PUBLIC	60%	33%	20%

DISCUSSION OF TABLE IX AND TABLE X

This is the first set of data in the series which outlines the results of the testing for adequacy of collection. Table IX exhibits the raw scores and Table X displays the percentages. Column A lists the number of books from my bibliography which could be found in the individual libraries' card catalogs. Column B lists the number of books that could be found on the shelves of the number that were located in the card catalog. Column C lists the actual number of books that were available in the library from my listing. Column C does not show significant data as raw scores, however this is not the case with the percentages in Table X.

It becomes immediately apparent to the viewer that none of the twenty-five area libraries held all fifteen books. Newark Public, Morris County, Bloomfield Public, and Plainfield Public, in descending order, held the majority of the

books in their card catalogs. Newark Public Library held all but one of the books on my list. It is interesting to note that the particular book which they did not have could be found in the collection of eleven of the other area libraries. The lowest percentages held was found at three libraries. Each held 33% of my list. These were: East Brunswick Public, Linden Public and the Phillipsburg Public.

Column B explains what percentage of the books were there and not being circulated. We see that the libraries with the highest amount of circulation in this area were: Monmouth County, Trenton Public, Wayne Public, and Woodbridge Public. This statistic does not take into consideration duplicate copies of editions. The Phillipsburg Library did not have any circulation of the books in this area at the time this study was being done.

Column C shows how many books from my list a patron is likely to find on the shelves.

TABLE XI

ADEQUACY OF COLLECTION -

BOOKS HELD IN CARD CATALOG OF 15 ON LIST (A)
RAW SCORES

NUMBER OF LIBRARIES IN EACH REGION WHICH
HAVE EACH TITLE IN CARD CATALOG

	NORTHEAST	NORTHWEST	CENTRAL	SOUTH	TOTAL
Augusta. *Prehistoric animals.*	4	3	3	2	12
Beerbower. *Search for the past.*	9	5	1	3	18
Colbert. *Dinosaurs.*	9	2	4	2	17
Colbert. *Men and dinosaurs.*	8	3	3	4	18
Fenton. *The fossil book.*	9	5	4	5	23
Fenton. *Tales told by fossils.*	10	4	4	4	22
Moore. *Invertebrate fossils.*	1	1	-	1	3
Ransom. *Fossils in America.*	10	3	4	5	22
Raymond. *Prehistoric life.*	2	3	1	2	8
Rhodes. *Fossils.*	4	2	3	3	12
Romer. *Vertebrate paleontology.*	7	2	2	1	12
Shimer. *Index fossils of North America.*	2	-	-	-	2
Simpson. *Life of the past.*	9	4	3	3	19
Twenhofel. *Principles of invertebrate paleontology.*	2	1	1	-	4
Wendt. *Before the deluge.*	7	5	4	4	20

TABLE XII

ADEQUACY OF COLLECTION -

PROPORTION OF LIBRARIES IN EACH REGION WHICH HAVE EACH TITLE IN CARD CATALOG

	NORTHEAST	NORTHWEST	CENTRAL	SOUTH	AVERAGE
Augusta. Prehistoric animals.	40%	60%	60%	40%	48%
Beerbower. Search for the past.	90%	100%	20%	60%	72%
Colbert. Dinosaurs.	90%	40%	80%	40%	68%
Colbert. Men and dinosaurs.	80%	60%	60%	80%	72%
Fenton. The fossil book.	90%	100%	80%	100%	92%
Fenton. Tales told by fossils.	100%	80%	80%	80%	88%
Moore. Invertebrate fossils.	10%	20%	-	20%	12%
Ransom. Fossils in America.	100%	60%	80%	100%	88%
Raymond. Prehistoric life.	20%	60%	20%	40%	32%
Rhodes. Fossils.	40%	40%	60%	60%	48%
Romer. Vertebrate paleontology.	70%	40%	40%	20%	48%
Shimer. Index fossils of North America.	20%	-	-	-	8%
Simpson. Life of the past.	90%	80%	60%	60%	76%
Twenhofel. Principles of invertebrate paleontology.	20%	20%	20%	-	16%
Wendt. Before the deluge.	70%	100%	80%	80%	80%

DISCUSSION OF TABLE XI AND TABLE XII

These tables refer back to the information found on Table IX and Table X, column A. Table XI exhibits the raw scores and Table XII displays the percentages. One must remember when looking at the raw scores of Table XI that there are five libraries in each of the northwest, central, and southern regions, but there are ten libraries in the northeast. The percentages are better for comparison. We can see that The Fossil Book, by C.L. Fenton. Tales Told by Fossils, by C.L. Fenton, and Fossils in America, by J.E. Ransom were found the greatest number of times. Index Fossils of North America, by H.W. Shimer on the average only appeared in 8% of all the libraries, This is possibly due to the fact that the publication date for this work is 1944. However, the field of paleontology is such that a book with this date would not be out of date. With the exception of possible new theories, books of this

date can be equally as worthy as material published this year. The point to be made here is that some of the libraries received their first grants in 1965 when they were designated area libraries. Before this designation, funds probably did not exist in the individual libraries for extensive development of particular areas of study. This is the same case for Invertebrate Fossils, by R.C. Moore and Principles of Invertebrate Paleontology by W.H. Twenhofel.

TABLE XIII

ADEQUACY OF COLLECTION -

NUMBER OF LIBRARIES IN EACH REGION WHICH HAVE BOOKS AVAILABLE ON SHELF (B)

	NORTHEAST	NORTHWEST	CENTRAL	SOUTH	TOTAL
Augusta. Prehistoric animals.	2	1	-	-	3
Beerbower. Search for the past.	9	3	1	3	16
Colbert. Dinosaurs.	4	1	2	-	7
Colbert. Men and dinosaurs.	7	2	2	4	11
Fenton. The fossil book.	4	3	2	3	12
Fenton. Tales told by fossils.	4	4	2	3	13
Moore. Invertebrate fossils.	-	1	-	1	2
Ransom. Fossils in America.	7	2	3	3	15
Raymond. Prehistoric life.	2	3	-	1	6
Rhodes. Fossils.	2	1	1	1	5
Romer. Vertebrate paleontology.	3	-	-	1	4
Shimer. Index fossils of North America.	2	-	-	-	2
Simpson. Life of the past.	8	3	1	2	14
Twenhofel. Principles of invertebrate paleontology	2	1	-	-	3
Wendt. Before the deluge.	6	5	4	4	19

TABLE XIV

ADEQUACY OF COLLECTION -

PROPORTION OF LIBRARIES IN EACH REGION WHICH HAVE BOOKS ACTUALLY AVAILABLE (B)

	NORTHEAST	NORTHWEST	CENTRAL	SOUTH	AVERAGE
Augusta. Prehistoric animals.	20%	20%	-	-	10%
Beerbower. Search for the past.	90%	60%	20%	60%	57%
Colbert. Dinosaurs.	40%	20%	40%	-	25%
Colbert. Men and dinosaurs.	70%	40%	40%	80%	57%
Fenton. The fossil book.	40%	60%	40%	60%	50%
Fenton. Tales told by fossils.	40%	80%	40%	60%	55%
Moore. Invertebrate fossils.	-	20%	-	20%	10%
Ransom. Fossils in America.	70%	40%	60%	60%	57%
Raymond. Prehistoric life.	20%	60%	-	20%	25%
Rhodes. Fossils.	20%	20%	20%	20%	20%
Romer. Vertebrate paleontology.	30%	-	-	20%	13%
Shimer. Index fossils of North America.	20%	-	-	-	5%
Simpson. Life of the past.	80%	60%	20%	40%	50%
Twenhofel. Principles of invertebrate paleontology.	20%	20%	-	-	10%
Wendt. Before the deluge.	60%	100%	80%	80%	80%

DISCUSSION OF TABLE XII AND TABLE XIV

These tables also refer back to the data found in Table IX and Table X, however directly to column B. Table XIII shows the raw scores and Table XIV displays the percentages. These are the number of books from the fifteen on my list that could be found on the libraries' shelves by an average patron on any particular day.

Before the Deluge, by H. Wendt could be found on all the shelves of the libraries in the northwest region. Search for the Past, by J.R. Beerbower was found on 90% of the shelves of the libraries in the northeast.

CHAPTER VI

SUMMARY

A library which meets the needs of its users can be described as adequate. Librarians must know the adequacy of the service they offer and the collection of materials they supply. This project has attempted to determine how well the second level of library service serves the New Jersey population. Previous research cites the checklist method as the best measure of adequacy. This thesis does not profess to be a definitive study of the area libraries' collections. It offers a means for limited comparison of all twenty-five area libraries. It was designed to be qualitative rather than quantitative study of the nature of a library's collection and service from the users' point of view. The process of searching for the information has been analyzed; it is not merely a study of tallies.

Limitations are always present in research. The human element can be considered a limitation

in any research. This includes the researcher as well as the individuals being evaluated. In my study only a small part of the collection was reviewed; I did not judge the entire library by this subject area. I used this sample area to make a limited comparison of these libraries. Unobtrusive research has been criticized as a method when it has been used to covertly examine the efficiency of a particular person or to single out a staff member. However, the present study has no such intention.

When reviewing the data compiled in Chapter V, it is necessary to take several things into consideration. Some of these items deal with the actual physical situation of the library, while others deal with circumstances occurring on the day of my visit. Table I and Table II in Chapter III must be reviewed. The area libraries are not equal. However, there is no excuse for inefficiency. The libraries reflect many differences which include: official year of designation, holdings, population served, as well

as amount of area library grant from the State. I have not pretended for the purpose of this thesis to suppose that the capabilities of these libraries are identical. The statistical data compiled in Chapter V clearly illustrates that the State of New Jersey offers its residents adequate or better library service. I must also mention that during the period of my visits he Trenton Public Library was in the process of building an addition and the Camden County Library had only been in its new building for less than one month.

When considering the scores in the area of reference efficiency some additional items must be considered. I rated the individual reference librarians on their reference interviews and the organizations of their searches. It is of course impossible to analyze their thinking processes, but some librarians may have felt more comfortable with the field of paleontology than did others. I kept these factors in mind when I rated them, but I feel obligated to

mention here that those who scored high may have been more verbal than those who scored lower.

A wide range of results is exhibited in Chapter V, most of them from adequate to maximum efficiency. Most often, less than adequate service was due to lack of materials in the subject area. This can be seen in the ratings for overall accuracy and efficiency. For example, Monmouth County Library scored below average in the area because there was a very small amount of materials on the shelves.

Do the New Jersey area libraries, the second level of library service in the state, adequately serve their patrons? From my observations and evaluations, I have found that 96% of the area libraries provide maximum to adequate services.

APPENDICES

LISTING OF THE AREA LIBRARIES

Bloomfield Public Library
90 Broad Street
Bloomfield, New Jersey 07003
201-429-9292

Burlington County Library
West Woodlane Road
Mount Holly, New Jersey 08060
609-267-9660

Camden County Free Library
8 Echelon Mall, Voorhees Twp.
Cherry Hill, New Jersey 08034
609-722-1636

Cape May County Library
Mechanic Street
Cape May Court House, New Jersey 08210
609-465-7837

Cumberland County Library
800 E. Commerce Street
Bridgeton, New Jersey 08302
609-455-0080

East Brunswick Free Public Library
Ryder Lane
East Brunswick, New Jersey 08816
201-254-1220

East Orange Public Library
21 South Arlington Avenue
East Orange, New Jersey 07018
201-266-5600

Elizabeth Public Library
11 South Broad Street
Elizabeth, New Jersey 07202
201-354-6060

Johnson Free Public Library (Hackensack)
275 Moore Street
Hackensack, New Jersey 07601
201-343-4169

Hunterdon County Library
State Highway, Route 12
Flemington, New Jersey 08822
201-782-4218

Jersey City Free Public Library
472 Jersey Avenue
Jersey City, New Jersey 07302
201-435-6262

Linden Public Library
31 East Henry Street
Linden, New Jersey 07036
201-486-3888

Monmouth County Library
25 Broad Street
Freehold, New Jersey 07728
201-431-4000 Ext. 281

Morris County Free Library
30 East Hanover Avenue
Whippany, New Jersey 07981
201-285-6101

Newark Public Library
5 Washington Street
Newark, New Jersey 07101
201-733-7800

Ocean County Public Library
15 Hooper Avenue
Toms River, New Jersey 08753
201-349-6200

Paterson Free Public Library
250 Broadway
Paterson, New Jersey 07501
201-742-3845

Phillipsburg Free Public Library
200 Frost Avenue
Phillipsburg, New Jersey 08865
201-454-3712

Plainfield Public Library
8th Street at Park Avenue
Plainfield, New Jersey 07060
201-757-1111

Ridgewood Public Library
125 North Maple Avenue
Ridgewood, New Jersey 07450
201-652-5200

Somerset County Library
County Administration Building
Somerville, New Jersey 08876
201-725-4700 Ext. 234

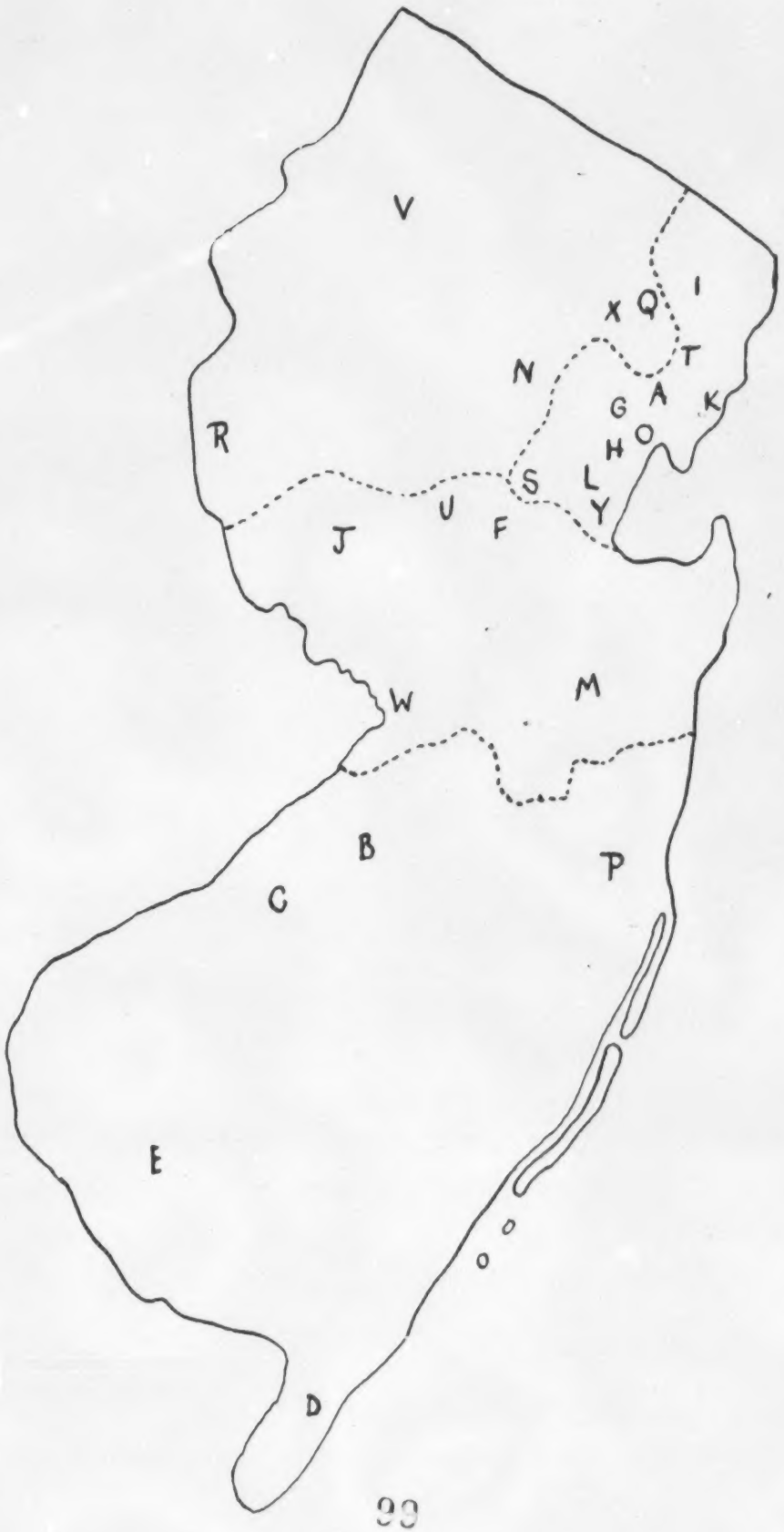
Sussex County Library
Box 76, R.D. #3
Newton, New Jersey 07860
201-948-3660

Trenton Free Public Library
120 Academy Street
Trenton, New Jersey 08608
609-392-7188

Wayne Public Library
475 Valley Road
Wayne, New Jersey 07470
201-694-4272

Free Public Library of Woodbridge
George Frederick Plaza
Woodbridge, New Jersey 07095
201-634-4450

THE STATE OF NEW JERSEY



EXPLANATION OF THE NEW JERSEY MAP

CODE	LIBRARY	REGION
A	Bloomfield Public Library	Northeast
B	Burlington County Library	South
C	Camden County Library	South
D	Cape May County Library	South
E	Cumberland County Library	South
F	East Brunswick Library	Central
G	East Orange Public Library	Northeast
H	Elizabeth Public Library	Northeast
I	Hackensack Free Public Library	Northeast
J	Hunterdon County Library	Central
K	Jersey City Free Public Library	Northeast
L	Linden Public Library	Northeast
M	Monmouth County Library	Central
N	Morris County Free Library	Northwest
O	Newark Public Library	Northeast
P	Ocean County Library	South
Q	Paterson Free Public Library	Northwest
R	Phillipsburg Free Public	Northwest
S	Plainfield Public Library	Northeast
T	Ridgewood Public Library	Northeast
U	Somerset County Library	Central
V	Sussex County Library	Northwest
W	Trenton Free Public Library	Central
X	Wayne Public Library	Northwest
Y	Woodbridge Public Library	Northeast

SELECTION AIDS CONSULTED FOR RECOMMENDATIONS

CODE	
RBR	Armstrong, Julia Ruth. Reference Books for a Regional Reference Collection. Albany, New York, New York State Library, c1964.
RBS	Barter, Mary C. Reference Books for Small and Medium-sized Libraries. 2nd. ed. Chicago, American Library Association, 1973.
JCL	Bertalan, Frank J. (ed.). The Junior College Library Collection. Newark. New Jersey, Bro-dart Foundation, 1970.
BCL	Books for College Libraries. 2nd. ed. Chicago, American Library Association, 1975.
BPL	Books for Public Libraries. 2nd. ed. New York, R.R. Bowker, 1975.
RA	Courtney, Winifred F. (ed.). Reader's Adviser. 11th. ed. New York, R.R. Bowker, 1969.
PLC	Fidell, Estelle A. Public Library Catalog. 6th. ed. New York, Wilson, 1973. (formerly titled Standard Catalog for Public Libraries)
EA	Flower, Rousseau H. "Paleontology." Encyclopedia Americana, 1976, XXI, 186-195.

WFW Hillard, James M. Where to Find What: A Handbook to Reference Service. Metuchen, New Jersey, Scarecrow Press, 1975.

BSS National Association of Independent Schools. Books for Secondary School Libraries. 4th. ed. New York, R.R. Bowker, 1971

EB Romer, Alfred S. "Paleontology." Encyclopaedia Britannica, 1970, XVII, 136-153

SCP Standard Catalog for Public Libraries, 1959-1963. New York, Wilson, 1964. (Now retitled Public Library Catalog.)

GRM Walford, A.J. Guide to Reference Material. 2nd. ed. London, The Library Association, 1970.

BBC Wheeler, Helen R. A Basic Book Collection for the Community College Library. Hamden, Connecticut, Shoe String Press, 1968.

GRB Winchell, Constance M. Guide to Reference Books. 8th. ed. Chicago, American Library Association, 1967.

ORGANIZATIONS CONSULTED FOR RECOMMENDATIONS

CODE

PRI Paleontological Research Institution
1259 Trumanburg Road
Ithaca, New York 14850

SEPM Society of Economic Paleontologists and Mineralogists
Box 979
Tulsa, Oklahoma 74101

	GRB	BBC	GRM	SCP	EB	BSS	WFW	EA	PLC	RA	BPL	BCL	JCL	RBS	RBR
Augusta. Prehistoric animals.													X		
Beerbower. Search for the past.		X							X		X	X	X		
Colbert. Dinosaurs.		X									X		X		
Colbert. Men and dinosaurs.						X				X			X		
Fenton. The fossil book.	X	X	X	X			X		X				X		X
Fenton. Tales told by fossils.		X									X				
Moore. Invertebrate fossils.													X		
Ransom. Fossils in America.	X						X		X				X	X	
Raymond. Prehistoric life.		X		X				X				X			
Rhodes. Fossils.	X			X					X						
Romer. Vertebrate paleontology.		X			X			X					X		
Shimer. Index fossils of North America.	X						X	X				X	X		
Simpson. Life of the past.		X		X					X			X	X		
Twenhofel. Principles of invertebrate paleontology.								X					X		
Wendt. Before the deluge.						X			X				X		

SEPM	PRI	
X		Augusta. Prehistoric animals.
X		Beerbower. Search for the past.
		Colbert. Dinosaurs.
		Colbert. Men and dinosaurs.
X	X	Fenton. The fossil book.
X		Fenton. Tales told by fossils.
X		Moore. Invertebrate fossils.
X		Ransom. Fossils in America.
		Raymond. Prehistoric life.
X	X	Rhodes. Fossils.
X		Romer. Vertebrate paleontology.
X		Shimer. Index fossils of North America.
	X	Simpson. Life of the past.
		Twenhofel. Principles of invertebrate paleontology.
		Wendt. Before the deluge.

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